



Learning, Teaching & Curriculum Policy

Date policy last reviewed: 8th October 2024

Signed by Headteacher:

L Joseph

Date: 8th October 2024

Signed by Chair of Governors

Date:

Curriculum Statement

The curriculum at Springfield Primary School has been designed to reflect the unique and diverse population of this school and acknowledges the wide variety of experiences and prior knowledge that our pupils arrive with. It is a broad and balanced curriculum that enriches the lives of its pupils, but with a clear focus on English and Maths. The school has adopted a Mastery approach in order that children acquire a deeper knowledge and understanding.

It is important that our pupils acquire the knowledge required as this will spark and embeds the application of the necessary skills that make children successful learners.

Knowledge and skills are intrinsically linked and so we have developed a cross- curricular approach.

The curriculum planned is relevant and meaningful with experiences that enhance children's knowledge and understanding. We aim to support the children in gaining the skills necessary to communicate in a variety of ways and in different situations. The school community works in partnership with Parents and Governors in order to achieve the best outcomes for all the children

The Early Years Foundation Stage (EYFS) curriculum is threaded through all areas of provision and is tailored specifically to meet the needs of our youngest pupils. This provides a solid foundation upon which the rest of the school curriculum is built.

Each subject has a whole school overview (EYFS -Y6), which details the knowledge that is taught and the progression of skills throughout school.

Each class has a whole year overview of what will be taught in each subject throughout the year, showing the cross curricular links.

These overviews clearly detail what children will learn and how.

The curriculum at Springfield will:

- Be relevant to the children within our school's context
- support children's understanding of their role in the local, national and global community and develop lifelong learning skills
- build upon prior learning
- set high quality and challenging learning opportunities, built upon first hand experiences where possible and high-quality resources
- led by key questions to guide learning and understanding
- have a focus on talk for writing, structured talk frames, talk partners and collaborative work to develop a wide range of communication skills
- be delivered through good and outstanding teaching.

We believe that children learn best when they:

- know what they are learning and why they are learning it
- are set clear expectations
- are challenged through appropriately planned tasks
- are in a stimulating environment
- are valued, praised and encouraged
- feel happy, safe and secure
- know they can learn from mistakes
- parents support their learning

Assessment

- Assessment for Learning (AfL) will be used
- It is expected that planning will be adjusted in light of assessment
- Learning is moved on through marking that indicates the next step, where children are able to respond to the next step marking
- Children's learning will be assessed at key data points set internally by school
- Statutory assessments are carried out in line with DfE guidelines.

Moderation

Moderation for all phases will take place regularly in school as well as through the Triad Learning Community/ Sheaf Learning Community. In addition, the school will follow Local Authority recommended programmes. There will be occasions when the school is moderated by Local Authority Officers.

New Arrivals Procedure

New arrivals are children who are new to the country and new to English. Children who are new to English will be assessed. Provision will be planned accordingly.

Curriculum Planning

- Long term overview for each foundation subject area with subject assessment
- Medium term plans to support the unit teaching each half term for each foundation subject area. Adaptations and scaffolds are identified for children working below the expected level
- A year group long term matrix outlines the yearly plan
- A year group half term curriculum plan for the half term outlines what will be taught each week
- there is a consistent format for Literacy and Numeracy
- I am Learning/Success Criteria/ Talk Frames/Target Children/ Additional

Adults are included on plans

- Key vocabulary is identified and taught using vocabulary mats and knowledge organisers.
- Targets for children with SEND are annotated ongoing and their provision is mapped out on class provision maps.

NON-NEGOTIABLES FOR TEACHING & LEARNING

Effective Teaching and Learning Strategies

The Rosenshine Principles (2012) provide an effective base to build effective curriculum design. These strategies **MUST** be used in lessons as ingredients of good practice.

What	How
Retrieval, recall, Practise, revisiting	Begin lessons with a short review of previous learning.
Managing cognitive overload	Present new material in small steps . Teach each step until mastered before moving on.
Check understanding and enable deeper thinking	Asking questions and provide opportunities for pupils to talk and explain their thinking.
Provide models	Working walls, WAGOLL, demonstrate . Use talk frames . Explicitly teach topic vocabulary supported by vocabulary mats and knowledge organisers .
Guide pupil practice	Use analogies, build on schemas , using teaching assistants effectively. Kagan cooperative learning strategies or paired/group work, WAGOLL, success criteria, assessment grids
Check for understanding	Assessment for learning strategies (AfL), partner work or deeper understanding by providing explanations.
Obtain a high success rate	check for understanding and Identify common misconceptions of the unit of work and address misconceptions. Move on when success rate is high and provide interventions where needed.
Provide scaffolds	model, WAGOLLs, knowledge organisers, vocabulary mats, demonstrations . Use scaffolds then remove for independent practice. Teachers provide models by thinking aloud to explain their thinking.
Require and monitor independent practice.	Self-assessment grids, success criteria and small step targets to support. Practice skills so that they become automatic. Provide feedback to support the learning process
Engage students in reviews of learning	Class feedback, verbal and written marking .

Teaching styles and organisation is ongoing.

- Grouping.
- Modelling
- Share Heritage Language.
- Key Vocabulary.
- Talk.
- Questioning

Guided Reading Pedagogy

Guided reading is taught from Reception class to Year 5. Children have access to Phonetically decodable texts matched to their phonics learning and Guided reading books which support cross-checking reading skills: meaning (M), Syntax (S), Visual information (V). We use the VIPERS approach to setting learning objectives for Guided reading sessions. Pupils working on early reading strategies are taught the skills of the mechanics of reading as well as to comprehend what they are reading. Pupils are taught from early levels to read with good pace, showing reading for meaning by attending to text punctuation and by using intonation and expression. Children beyond level 20 (free reader level) must have opportunities to delve deeper into the text in order to answer more complex comprehension questions. Children should be given opportunities for guided discussion around a text at this level and exposed to a variety of questions to interpret a text which may take on a variety of ways of written forms of answering questions. Children have opportunities to read with an adult twice a week and where necessary additional 1-1 reading is put in place to support the children's reading targets. The school has a number of trained ESCAL reading volunteers to support additional reading. Pupils in Year 6 have access to high quality text as well as extracts to support reading comprehension tasks in the preparation for end of key stage test booklet questions. Pupils in Year 6 are also targeted through Guided reading or 1-1 reading where appropriate. It is essential that children read their Guided reading book with a school adult before it is taken home for additional practise.

Shared writing Pedagogy

Shared writing lies at the root of teaching children how to write effectively. The class teacher will use their assessment knowledge to plan what the children need next (the next small step) as a focus point for teaching the next step in writing. This may be aspects of composition, such as how to use speech in writing sentences, or using phonic knowledge to construct words. Shared writing may even be a more general writing behaviour such as how to construct the opening to a narrative when writing to entertain. The stages of shared writing include: modelling- demonstrating how to do something. The teacher will think out loud when modelling how to teach this focus point but to ensure all children are engaged, the teacher will include the children in their thinking to support the writing process. The next stage is joint composition, in this stage, the children will be the ones with the ideas and the teacher will be supporting the children's composition of ideas by scribing what the children are saying. In this stage it is important to keep re-reading and checking that the ideas fit and that the flow of the composition reads well. Scaffolds such as wagolls may be used, but will be withdrawn as the children become more independent in the application of this 'step' in writing.

Guided Writing Pedagogy

This is a form of group teaching, where the focus is on a group of children who have similar writing needs. In this session, the teacher is guiding the children through writing the same focus e.g an opening to a story. The children should be doing most of the thinking and the writing. The teacher scaffolds the bridge between dependent writing and independent writing by supporting them with their writing targets, the success criteria for the piece of writing and a sounding board for their ideas and supporting them with writing skills. The teacher should use questioning to support these children in this group to gain the skills to writing independently.

Oracy across the Curriculum

Children's oracy skills are developed by learning to talk and learning through talk.



At Springfield, this means that:

- Pupils will be consciously taught new vocabulary: either for that specific session or at the start of a topic;
- Checks will be made as to whether pupils understand the vocabulary they encounter and the meaning of words will be explained;
- Pupils will be supported to extend their language through the expectation that they will answer in a full sentence (as developmentally appropriate);
- Talk frames will be used, across the curriculum, to support the language use within a lesson or to develop sentence level skills;
- Guided reading sessions will support oracy through the opportunity to read and then discuss the content of the book with their teacher and their peers through direct questioning;
- Teachers will model inference through the use of structured questioning;
- Teachers will provide opportunities for talk;
- Pupils will be encouraged to talk in home language;
- Teachers will model language and adapt or simplify language according to the needs of pupils;
- Pupils will be given opportunity to rehearse or converse within a lesson through the use of talk partners or group and class talk activities.
- Kagan cooperative learning strategies may be used to support learning through talk.

Some children may struggle with spoken language. This could include children with English as an additional language, children with poor speaking and listening skills, or children who have had limited opportunities to develop their speaking and listening.

In the Early years and Year 1, the LEAP (Language Enrichment Activity Programme) will be used to identify children's language difficulties so that class teachers can plan, implement the LEAP programme and measure the language outcomes of individuals. For optimum progress measures the LEAP programme will be implemented 3 times per week or more.

NON-NEGOTIABLES FOR LEARNING & LEARNING ENVIRONMENT

TEACHING & LEARNING	LEARNING ENVIRONMENT <i>supporting children in their learning and progress</i>
<p>Shared and displayed learning objectives – I am learning... <i>so children know what they are learning referred to at the beginning, throughout the lesson and at the end</i></p> <p>Recap/Revisit <i>Children to build on prior learning so it is essential that a quick revisit occurs before new learning begins. This may mean building on from a previous year group.</i></p>	<p>Learning walls: <i>Literacy- yellow Maths- Green</i> <i>High quality examples of learning at Age Related Expectations on display</i> <i>Children are encouraged to use the walls- take things down, return when finished etc.</i> <i>Well organised resources to support children are on display eg: connective mats, punctuation pyramids etc</i></p>
<p>Shared and displayed Success Criteria – <i>this helps children know they have achieved the I am learning and supports self and peer assessment – it can be co-constructed or given</i></p>	<p>Spellings/ Phonics <i>High frequency/ tricky words/ Spelling patterns as appropriate. The environment will reflect the importance of phonics. Resources within the Early Years and KS1 classrooms will support and reinforce phonics skills.</i></p>
<p>Writing in all areas of curriculum <i>has high expectations, relates to individual writing targets, shows an awareness of the audience</i></p>	<p>Reading <i>An inviting / cosy area to encourage reading. Daily story time is essential.</i></p>
<p>We have high expectations <i>Teach to the top and use scaffolds and adaptations to support learners.</i></p>	<p>Reading Books <i>Those used for Guided session will be available in familiar reading provision for children to revisit and practise skills taught.</i> <i>Early Reading books are matched to phonic phases.</i></p>
<p>We deliver lessons with pace <i>that moves learning on</i></p>	<p>Visual /Physical resources <i>including visual timetables for the class as well as individual children if required.</i> <i>Resources to include vocabulary, pictures and physical objects displayed to support current learning across all areas of the curriculum.</i> <i>Children to be able to access to resources and know how to use them First Hand experiences to be used to enhance abstract concepts whenever possible</i></p>
<p>Use of Talk Frames and Vocabulary <i>Topic vocabulary is taught prior to and within units of work. Talk frames are used across the curriculum to support oral language and sentence construction leading to more complex writing</i></p>	
<p>Use of Response Partners and group work <i>Kagan Strategies support a range of oracy skills.</i></p>	
<p>Opportunity for to respond to comments in marking <i>Green Pen work/ edit and improve work</i></p>	
<p>Literacy embedded through cross- curricular learning</p>	<p>Opportunities to extend language <i>Talk Frames used in teaching are displayed.</i></p>
<p>Consistent format for English, Guided Reading & Maths plans</p>	
<p>National Curriculum to form the basis of planning, <i>including the national framework to deliver high quality discrete systematic phonics lessons at appropriate stages in Foundation Stage/Y1/ Y2. Children in KS2 who are behind expected levels in reading will be assessed and targeted intervention will be identified to meet their needs.</i></p>	<p>Diverse global community <i>reflected in dual and multi-language displays, drawer labels, books and photographs</i></p>
<p>Teaching Reading <i>All children from REC – Y6 will be in a Guided Reading group and will receive a minimum of one guided reading lesson each week. Big books should be used for English lessons in Reception, Year 1 and in Year 2 where possible.</i></p>	<p>FS/KS1 <i>displays that have signs and labels that can be read by young, small children</i></p>
<p>Homework <i>Spellings, reading and Maths to be sent home weekly. Other tasks as set in the Homework grid to be sent out each half term. (Y1-Y6)</i></p>	<p>High Quality Displays <i>Reflecting all areas of the curriculum.</i></p>